



Safeguarding and Child Protection Policy

Linton Village College

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Linton Village College

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Introduction

Linton Village College fully recognises the responsibility it has under Section 157 (Academies) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2020). **All staff** must be made aware of their duties and responsibilities under part one of this document.

Staff should read the above document together with Annex A of Keeping Children Safe in Education (September 2020) and 'What to do if you are worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with students and direct work with families, **all staff in the College have a responsibility to:**

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern;

(See Keeping Children Safe in Education, 2020)

Through their day-to-day contact with students and direct work with families, staff at the College have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Customer Service Centre (0345 045 5203). Designated Person for Child Protection to refer.

This policy sets out how the College's Governing Body and the Anglian Learning trust discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the College. Our policy applies to all staff, paid and unpaid, including, supply staff, community education staff and governors. Teaching Assistants, office staff, and District Early Help Team employees as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the College and the College governors.

This policy is fully consistent with the Safeguarding Children Partnership Board procedures.

PRACTICE

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories are included in Appendix B;

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards them;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

1. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults help to protect children.

1.2. The College will therefore:

Establish and maintain an ethos and environment where children feel safe in both the real and virtual world and are encouraged to talk about their concerns and problems;

Ensure children know that there are adults in the College whom they can approach if they are worried or in difficulty; that their concerns will be taken seriously and acted upon;

Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse in both the real and virtual world and information about who to turn to for help;

Highlight through the curriculum potential online risks and what to do and where to get support to report material or manage online issues such as sexting or bullying.

Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

Make full use of various agencies and independent speakers to support in providing a high quality PSHE curriculum, to review topics of safeguarding, healthy and safer lifestyles through the College's PSHE curriculum reflecting upon the Cambridgeshire PSHE programme as examples of best practice.

Make full use of Early Help Teams through internal referral processes in order to support vulnerable children not subject to a Child Protection Plan.

1.3. Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse and upskirting (part of Voyeurism (Offences) Act, April 2019)

All forms of peer on peer abuse are unacceptable and will be taken seriously.

The College will:

- 1.3.1. Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.

- 1.3.2. Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 1.3.3. Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence, sexual harassment, sexual taunting or 'banter' and the use of derogatory and misogynistic language as an inevitable part of growing up.
- 1.3.4. Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 1.3.5. Provide high quality Relationship and Sex Education (RSE) to allow children to take ownership of their own safety in ensuring that they are given information that empowers them to make informed and positive choices by:
 - Recognising whether other children, adults or sources of information are trustworthy.
 - Understanding characteristics of what makes positive and healthy friendships and other relationships.
 - Acknowledging that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
 - Understanding what constitutes sexual harassment and sexual violence and why these are always unacceptable.
 - Acknowledging the impact of viewing harmful content and specifically explicit material e.g. pornography and how this presents a distorted picture of sexual behaviour and relationships.
 - Having an understanding of the law concerning the sharing and viewing of indecent images of children (including those created by children) and that it is a criminal offence which carries severe penalties including jail.
 - Being able to understand what sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM are and how they can affect current and future relationships.
 - Understanding that consent can be actively communicated and how to recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).
- 1.3.6. Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

2. Procedures

- 2.1. We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:

<http://www.safeguardingpeterborough.org.uk/children-board>.

2.1.1. The Designated Senior Member of Staff for Safeguarding and Child Protection is Mrs Shahla Matarazzo.

The following members of staff have also received the Designated Safeguarding training: Nichola Addley (DDSL), Ian Farr (DDSL), Danielle Darvill (DDSL) and Louise Keen (DDSL). Shahla Matarazzo is responsible for the day to day management of Safeguarding and Child Protection.

2.2. The nominated College Governor for Safeguarding and Child Protection is John Batchelor. The nominated College Governor for Mental Health is Denise Hall.

The College will:

- 2.2.1. DSL and DDSL to liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children 2018
- 2.2.2. Ensure it has a designated senior member of staff (DSL), who has lead responsibility for child protection and has undertaken, as a minimum, the 2 day child protection training course, accredited by the Child Protection Service. The DSL will have a copy of the Designated Person Information Booklet which contains all relevant guidance and advice to support the role.
- 2.2.3. Ensure that the training for both DSL and DDSL is updated every two years in accordance with government guidance.
- 2.2.4. Recognise the importance of the role of the Designated Safeguarding Lead and ensure she has the time and training to undertake her duties, which includes providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.
- 2.2.5. All staff receive annual training, including for new staff arriving mid-year as part of induction processes to ensure that they know the procedures for safeguarding.
- 2.2.6. Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take. In exceptional circumstances it may be that no DSP are available therefore a member of the senior team will be contacted and/or advice will be sought from social care.
- 2.2.7. Teachers in training are briefed as part of their induction regarding procedures and receive a more in depth training as part of their in College programme.
- 2.2.8. Supply teachers are provided with the College's 'Quick reference guide' that identifies the process for referral and who the DSP personnel are. In addition, information about safeguarding and the DSP personnel is part of the reception process for all visitors in the College.
- 2.2.9. Ensure that every member of staff, paid or unpaid, and the Governing Body knows what the contingency arrangements are for when the designated members of

staff are not available; in the first instance this is the Principal. Should no designated personnel be available, Year Leads will act on behalf of the designated person.

- 2.2.10. Ensure that every member of staff, paid and unpaid, and the Governing Body, knows who the designated members of staff are and the procedures for passing on concerns. All paid staff will be trained in using the electronic system MyConcern and issued with their own personal login details. This system should be used to log any concerns. For all other staff and members of the Governing body they will use the pink logging concern forms and will hand to the DSL/DDSL or one of the DSP immediately. If any member of staff or visitor feels that a child is at immediate and significant risk then the DSL/DDSL or DSP will be contacted as a matter of urgency.
- 2.2.11. Ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases. The Designated Safeguarding Personnel have access to professional consultations with staff working in the Multi-agency Safeguarding Hub (MASH). The emergency duty team (out of hours) is also available, see Appendix C.
- 2.2.12. Ensure the nominated governor for safeguarding and child protection; Mr John Batchelor has undertaken appropriate training
- 2.2.13. Ensure that every member of staff and every governor knows:
 - that all staff have a responsibility to provide a safe environment in which children can learn;
 - the name of the designated safeguarding personnel and her/his role;
 - how to identify signs of abuse or neglect;
 - how to pass on and record concerns about a student;
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the designated safeguarding personnel using the College procedures for referral;
 - where to find the Inter-Agency procedures on the Safeguarding Children Partnership Board website (details in section 2.1);
 - their role in the early help process;
 - the process for making referrals to children's social care.
 - Provide training for **all** staff from the point of their induction, and updated annually so that they know:
 - the College's legislative responsibility;
 - their personal responsibility;

- the College's policies and procedures;
 - the need to be alert and vigilant to the signs and indicators of possible abuse;
 - the need to record concerns;
 - how to support and how to respond to a child who tells of abuse;
- 2.2.14. Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. The Anglian Learning whistle-blowing policy refers to passing on concerns about unsafe practice to the Designated Person in 2.1.1. This policy describes how any College employee can raise any concerns s/he may have about working practices and who should be informed about the concerns. It may be that issues raised via this policy will be addressed via other procedures, e.g. anti-fraud and corruption, grievance, disciplinary, harassment and **child protection procedures**.
- 2.2.15. Ensure that parents are informed of the responsibility placed on the College and staff in relation to child protection by setting out these duties on the College website and in the prospectus.
- 2.2.16. Provide for parents, if requested, a copy of the College's Safeguarding and Child Protection Policy, or refer them to the policy that is available on the College website at www.LVC.org.
- 2.2.17. The Anglian Learning trust board and the Linton Village College Local Governing Body will ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. In addition all staff members will receive regular safeguarding and child protection updates as required **but at least annually**.

Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing/have experienced with teachers and school and leadership staff.

- 2.2.18. Where students are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. The College will require an up to date copy of the provisions Safeguarding Policy and written confirmation that all appropriate safeguarding checks on individuals working at the provision have been undertaken and no anomalies found. The College will also conduct regular visits to providers as part of a quality assurance process and this will include ensuring processes are being followed as stated in providers policy.

The college will insist on providers giving a daily attendance update and that any absences are reported immediately.

2.3. Liaison with Other Agencies

The College will:

- 2.3.1. Work to develop effective links with relevant services and agencies to promote the safety and welfare of all students.
- 2.3.2. Co-operate as required, in line with Working Together to Safeguard Children (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.3.3. Notify the relevant Social Care team immediately if:
 - it should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a student who is subject to a Child Protection Plan;
 - there is any change in circumstance to a student who is subject to a Child Protection Plan.
- 2.3.4. When a student who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.
- 2.3.5. Please also refer to the Covid guidance [here](#) as an Addendum to this policy for the actions schools undertook to safeguard vulnerable children in liaison with children's social care.

2.4. Record Keeping

The College will:

- 2.4.1. Ensure that all electronic records are stored on MyConcern (the College's choice of an identified, purpose built, and secure platform).
- 2.4.2. Ensure that logs on MyConcern are clear, detailed and accurate (Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately).
- 2.4.3. Ensure that all paper records received are kept securely; separate from the main student file and in a locked location.
- 2.4.4. Ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools in accordance with Keeping Children Safe in Education (September 2020) and the 'Educational Child Protection Record Keeping Guidance'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of the child leaving.

- 2.4.5. Make parents aware that such records exist except when to do so would place the child at risk of harm.
- 2.4.6. All actions and decisions will be led by what is considered to be in the best interests of the child following discussions between professionals working with the individual child.

2.5. Confidentiality and Information Sharing

The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The College will:

- 2.5.1. Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 2.5.2. Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- 2.5.3. Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a student or parent they will refer the request to the DSL or Principal.
- 2.5.4. Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputy will:

- 2.5.5. Disclose information about a student to other members of staff on a 'need to know' basis. Parental consent may be required.
- 2.5.6. Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- 2.5.7. Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)

In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

- 2.5.8. Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- 2.5.9. Ensure that all students' files are requested on admission to the College be that from Primary schools or where a student joins the College from another school

throughout the year. Primary records will be collected where possible by either DSL or DDSL

2.5.10. Ensure that all Post 16 records are forwarded on request via recorded delivery and that acknowledgement of receipt of records is logged via written confirmation.

2.6. Communication with Parents

The College will:

- Ensure that parents/carers have an understanding of the responsibility placed on the College and staff for ensuring child protection is adhered to by publishing its Child Protection policy on the College website.
- Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this. If the College believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from the MASH.
- Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.
- All discussions that have taken place with parents regarding the child's welfare to be recorded on MyConcern or if the decision has been made not to discuss it with parents, record the reasons why.
- Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.
- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

2.7. Dealing with Sexual Violence and Sexual Harassment between children

- The school recognise that sexual violence and sexual harassment can occur between two children of any age and sex.
- Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone.
- Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The College will:

2.7.1. Be clear that sexual violence and sexual harassment will not be tolerated.

- 2.7.2. Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.7.3. Make decisions on a case-by-case basis.
- 2.7.4. Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.7.5. Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 2.7.6. Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.7.7. Liaise closely with external agencies, including police and social care, when required.
- 2.7.8. Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2020), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS).

3. Supporting Children

The College recognises that **any** child may be subjected to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children.

- 3.1.** We recognise that the impact on children who are abused or witness violence may last into adulthood without appropriate intervention and support.
- 3.2.** The College may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at College their behaviour may be challenging and defiant or they may be withdrawn.
- 3.3.** We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- 3.4. The College will support all students through:**
 - 3.4.1. Cross-curricular opportunities to encourage self-esteem and self-motivation.
 - 3.4.2. The College ethos that actively promotes a positive, supportive and secure environment and gives students a sense of being valued.
 - 3.4.3. Applying the College's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the student's sense of self-worth. The College

will ensure that the student knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred.

- 3.4.4. Liaison with other agencies which support the student such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviours Service, the Educational Psychology Service or Early Help Teams.
- 3.4.5. A commitment to develop productive and supportive relationships with parents/carers.
- 3.4.6. The College recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those:

3.5. Children with Disabilities, Additional Needs or Special Educational Needs

The College recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse.

The College has students with emotional and behavioural difficulties and/or challenging behaviours, communication difficulties and mental health needs.

The College will:

- Ensure that the SEND team support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall support plan agreed with parents/carers.
- Promote through a differentiated curriculum and adult support how students with additional needs can recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including in a digital context.
- Promote high standards of practice, including ensuring that children with additional needs know how to raise concerns, and have access to a range of adults with whom they can communicate.

3.6. Young Carers

The College recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

The College will:

- Seek to identify young carers;
- Offer additional support internally; Marta Hill is the Young Carers Champion;

- Signpost to external agencies; C33 Young Carers support the students in college;
- Be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

The College recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

3.7. Children Frequently Missing Education

Children with persistent or erratic attendance are more vulnerable and therefore the College will:

- Monitor attendance of individual students closely, as outlined in the Attendance Policy, and analyse patterns of absence to aid early identification of concerning patterns of absence.
- Endeavour to hold more than one emergency contact for each student to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.
- When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Local Authority Attendance officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.8. Substance Misuse and Child Protection

The discovery that a young person is using legal or illegal substances or reported evidence of their substance use is not necessarily sufficient in itself to initiate child protection proceedings but the College will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse;
- Where the misuse indicates an urgent health or safeguarding concern;
- Where the child is perceived to be at risk of harm through any substance associated criminality
- Where a young person has been caught bringing substances into College they will be dealt with as per the College's Behaviour Policy.

3.9. Children Living with Substance Misusing Parents/Carers

- 3.9.1. Misuse of substances in parents/carers is strongly associated with significant harm to children, especially when combined with other features College receives information about substance abuse by a child's such as domestic violence.
- 3.9.2. When the parents/carers they will follow appropriate procedures.
- 3.9.3. This is particularly important if the following factors are present:
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children;
 - Children exposed to unsuitable caregivers or visitors e.g. customers or dealers;
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour;
 - The parental misuse is regarded as problematic including unsafe storage of drugs and injecting equipment;
 - A chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
 - Children are not being provided with acceptable or consistent levels of social and health care;
 - Disturbed moods as a result of withdrawal or dependency;
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

3.10. Children showing signs of Abuse and/or Neglect

The College recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

The College will:

- Provide a stable, secure and predictable element in the lives of young people at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn;
- Support young people who may develop abusive behaviours and refer them on for appropriate support and intervention;
- Provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix B).

- All staff, but especially the DSL/DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families.
- Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

3.11. Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The College will:

- Follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

3.12. Children who have returned home to their family from care

The College recognises that a previously looked after child potentially remains vulnerable and staff will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Partnership 'Inter - Agency Procedures'. The colleges Designated Teacher for Previously and Currently Looked after children is Anna Garner.

3.13. Children who have Family Members in Prison

The College is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

It recognises that children with family members in prison are at risk of poor outcomes including:

- Poverty,
- Stigma,
- Isolation,
- Poor mental health;
- Poor attendance.

Therefore the College will work with the family and will treat information shared by them in confidence to support minimise the risk of the child not achieving their full potential.

3.14. Children living with Domestic Abuse

The College's Designated Lead on Domestic Abuse is Shahla Matarazzo.

- 3.14.1. Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.
- 3.14.2. Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which may carry with them into their adult life and relationships.
- 3.14.3. Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse. The college will vigilantly monitor the welfare and attendance of children living in domestic abuse households. Contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plans as required.
- 3.14.4. The College will work in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to students who have experienced domestic abuse in their home. This partnership is called Operation Encompass.

Cambridgeshire's Education Safeguarding team will share police information of all domestic incidents with the Designated Safeguarding Lead (DSL)/Domestic Abuse Lead (DAL) where one of the college's students has been present (having either witnessed or heard the incident).

On receipt of any information, the DSL/DAL will take appropriate action to ensure the safety of the child and if necessary share the information with key staff such as Year Leads.

All notifications and information is stored confidentially in line with colleges safeguarding record keeping as outlined in 2.4.

All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

3.15. Children at risk of 'Honour-Based' abuse including Female Genital Mutilation (FGM)

- 3.15.1. So called 'honour based' abuse (HBA) encompasses incidents which are committed to protect or defend the honour of the family and/or the community including breast ironing, female genital mutilation (FGM) and forced marriage.
- 3.15.2. "FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways". (Multi-agency statutory guidance on female genital mutilation, April 2016).

- 3.15.3. In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police.
- 3.15.4. The College takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.
- 3.15.5. The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the student's wishes.

3.16. Children at risk of Child Sexual Exploitation (CSE)

- 3.16.1. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- 3.16.2. Sexual exploitation can take many forms from a seemingly 'consensual' relationship to serious organised crime involving gangs and groups.
- 3.16.3. Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyber-bullying and grooming.
- 3.16.4. It is important to recognise that some young people being sexually exploited do not show any external signs of this abuse and may not recognise that they are being abused.
- 3.16.5. Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure the appropriate response to children and young people who go missing, particularly on repeat occasions. At the College this involves working with the family, referring to social care, involving police action and referring to the locality.
- 3.16.6. The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE/Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

3.17. Children at risk of Child Criminal Exploitation (CCE)

As with CSE, CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity.

As with CSE children are coerced to participate in illegal activities in exchange for something the victim needs or wants and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The College's Prevent Lead is Shahla Matarazzo in addition, the governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines see 3.20). forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late, and children who regularly miss school or education or do not take part in education

3.17.1. The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE/Criminal Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

3.17.2. All new staff are required to undertake online accredited Prevent training as part of the college's safeguarding induction.

3.17.3. See also "The Prevent Duty, Departmental advice for schools and childcare providers", June 2015, Department for Education and "Revised Prevent Duty Guidance: for England and Wales", July 2015, HM Government.

4. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

4.1.1. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money.

4.1.2. Children can be targeted and recruited into county lines in a number of locations including schools.

4.1.3. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

- 4.1.4. The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE/Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be involved in County Lines.

5. Preventing Unsuitable People from Working with Children

- 5.1. The College will operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education 2019 and the Linton Village College Central Record of Recruitment and Vetting Checks policy.
- 5.2. The Principal will undertake 'random' checks of the Single Central Record (SCR) to ensure all requirements have been seen and logged and that any discrepancies can be explained.
- 5.3. The following members of staff have completed the Safer Recruitment training:

Principal – Helena Marsh 2019

Deputy Principal – Tim Darby 2019

Acting Deputy Principal – Shahla Matarazzo 2019

Assistant Principal – Carey Mayzes 2019

Head of House, DDSL – Louise Keen 2016

Director of Music – Helen Jukes 2019

HR Officer – Ann Badcock 2019

Chair of Governors – John Batchelor 2019

Governor – Jill Carter – April 2020
- 5.4. Any allegation of abuse made against a member of staff or supply staff and volunteers will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors and in line with the Allegations flowchart Appendix C1. The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2020).
- 5.5. The College will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff or volunteer is no longer employed at the College and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 5.6. Staff or volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

- 5.7. Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 5.8. The College will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents as advised within the the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).. As part of their induction process, all staff paid or unpaid will receive guidance about how to create appropriate professional boundaries with children (in both the real and virtual world) especially those with a disability or deemed vulnerable.
- 5.9. All staff will have read and signed a copy of the Staff Code of Conduct and Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings' (May 2019)
- 5.10. The College will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).
- 5.11. Staff who work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.
- 5.12. The College will ensure that communication between students and adults, by whatever method, is transparent and takes place within clear professional boundaries and is open to scrutiny.

6. Other Related Policies

- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Complaints procedure
- Critical Incident plan
- Equality policy
- First Aid policy
- Health and Safety policy
- Lone Working policy
- Online Safety and Acceptable Use policy
- Physical Intervention and/or Use of Reasonable Force policy
- Safer Recruitment policy
- Staff Code of Conduct/Safer Working Practice
- Staff Discipline and Grievance procedures
- SEND
- Whistleblowing policy

7. Governing Body Child Protection Responsibilities

Pandemic safeguarding arrangements

In response to the 2020 COVID 19 pandemic schools were required to take measures to ensure the health and wellbeing of both children and staff. This included children spending significant amount of time at home and away from the school environment.

An addendum document was issued that applied to the educational provision of the schools during the pandemic relating to Covid-19. This document will be reviewed, and updated according to developments and advice from government and the local authority. Unless otherwise communicated, normal safeguarding and child protection policy and procedures continue to apply.

7.1 The Governing Body and the Anglian Learning trust fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. They aim to ensure that the policies, procedures and training in the College are effective and comply with the law and government guidance at all times;

- Designate a governor for safeguarding and child protection who will oversee the College's child protection policy and practice and champion child protection issues;
- Monitor the College's compliance with statutory requirements;
- Ensure an annual report is made to the Governing Body and Anglian Learning trust, and copied to the Education Child Protection Service;
- Ensure that this policy is annually reviewed, updated and copied to the Education Child Protection Service. That the policy is shared with staff and made available on the College website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.


7.2 Extended Schools and Before and After School Activities (on or off school site)

7.2.1. If the Governing Body and the Anglian Learning trust provides extended school facilities or before or after school activities directly under the supervision or management of College staff, the College's arrangements for child protection as written in this policy shall apply.

7.2.2. Where services or activities are provided separately by another body, the Governing Body/Anglian Learning trust will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and their arrangements to liaise with the College on these matters, where appropriate.

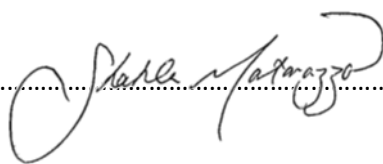
Policy approved by the Local Governing Body on 22nd September 2020

Review: September 2021

Signed by the Principal 

CEO Anglian Learning TrustJonathan Culpin.....

Chair of GovernorsJohn Batchelor.....

Designated Safeguarding Lead 

Appendix A: Training

The College enjoys the excellent support of the Cambridgeshire Education Safeguarding Team in providing training for its designated child protection officers, Pastoral support staff and College governors. This includes **compulsory annual refresher course for all adults employed at the College.**

Adults not employed by the College but who have access to the children, including all College Governors, peripatetic music teachers are required to attend training provided by the College. Supply teachers are provided with a Quick Reference guide that informs about College procedures for reporting concerns, including the named persons who are designated to manage disclosures and referrals.

New staff receive training from designated personnel as soon as is reasonably possible; this is part of new staff induction so that staff know

- i) Their personal responsibility;
- ii) The child protection procedures;
- iii) The need to be vigilant in identifying cases of abuse;
- iv) How to support and to respond to a child who tells of abuse.

The training of staff ensures that the procedures set out in this policy and in the child protection guidance to staff are fully understood.

The following are part of staff training:

- Staff should never arrange meetings with individual students off the College premises without the prior approval of the Principal.
- Staff should not transport individual children in private cars unless approved by the Principal or Designated Safeguarding Lead (or Deputy). In these cases, a second adult must accompany the member of staff and where possible the parent informed.
- Staff should not arrange private tuition of any of the College's students, in College or beyond, during term time or holiday time, without the prior approval of the Principal. Intervention and tuition that is planned as part of school based catch up programme should take place in an 'open classroom'.
- Staff should never give students their personal email address, mobile phone number or have any contact with students on social networking sites. If a young person makes a 'friend' request or comments on a staff member's private site this must be reported to the Designated Safeguarding Lead or Principal as soon as possible.
- Staff should never use mobile phones in the classroom or when in direct contact with the children either to make or take calls or to take photographs of the children. A mobile phone may be necessary on a trip, but in this case, the College mobile should be used.
- Staff should never photograph students using their own cameras unless using a memory card provided by the College. All photographs taken of the children should be uploaded on College computers only.

Appendix B: Four Categories of Abuse

1. Physical Abuse

May involve hitting, shaking, throwing, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

2. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical or emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

3. Emotional Abuse

Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to the child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only in so far as they meet the other persons needs

It may include:

- Not giving the child opportunities to express their views
- Deliberately silencing them
- 'Making fun' of what they say and how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- Interactions that are beyond the child's developmental capability
- Overprotection and limitation of exploration and learning
- Preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

4. Sexual Abuse

Involves forcing or enticing a young person to take part in sexual activities, not necessarily involving high level violence, whether or not the child is aware of what is happening.

This may involve:

- Physical contact including assault by penetration (e.g. rape or oral sex)
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities involving:
 - Children looking at, or the production of, sexual images
 - Children in watching sexual activities
 - Or encouraging children to behave in sexual inappropriate ways
 - Grooming a child in preparation for abuse, including via the internet

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of abuse, as can other children.

Standards for Effective Safeguarding Practice in Schools

Child protection matters are receiving an increased priority in Ofsted inspections. The following standards may assist schools in evaluating their practice

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;

2. Provide suitable support and guidance so that students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents/carers to build an understanding of the College's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to other agencies as a constructive and helpful measure;
4. Are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby all staff report such cases to the designated person and are aware of local procedures so that information is passed on to the relevant professionals;
5. Monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of students' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
6. Provide and support child protection training regularly to College staff every three years and to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
7. Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
8. Use the curriculum to raise students' awareness and build confidence so that students have a range of contacts and strategies to ensure their own safety and understand the importance of helping others to stay safe;
9. Provide clear policy statements for parents/carers, staff and children and young people on this and on both positive behaviour policies and the College's approach to bullying;
10. Have a clear understanding of the various types of bullying - physical, verbal, indirect, and cyber-bullying, - act promptly and firmly to combat it, making sure that students are aware of the College's position on this issue and who they can contact for support;
11. Take particular care that students with SEND in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively. Particular attention should be paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills, e.g. Makaton or PECS;
12. Have clear guidance about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in the DfES (now DfE) document Safeguarding Children and Safer Recruitment in Education;
13. Have a whole school Safeguarding and Child Protection policy, which is regularly reviewed and made available to all College staff;
14. Ensure that specified information requested in the Annual Child Protection Monitoring Report to Governors is passed on to the LA for monitoring purposes.

Appendix C: Useful Contacts

Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures <http://www.safeguardingcambspeterborough.org.uk/children-board/>

Education Safeguarding Team ECPSGeneral@cambridgeshire.gov.uk

Police Child Abuse Investigation Unit Tel: 101

Useful Contacts - Cambridgeshire

Early Help Hub (EHH) Tel: 01480 376666

Customer Service Centre – social care referrals Tel: 0345 045 5203

Emergency Duty Team (out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO) LADO@cambridgeshire.gov.uk Tel: 01223 727967

Jackie Ward
Lynn Chesterton

Named Senior Officer for allegations
Education Adviser – Diane Stygal Tel: 01223 507115

Relevant Documents

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2020)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

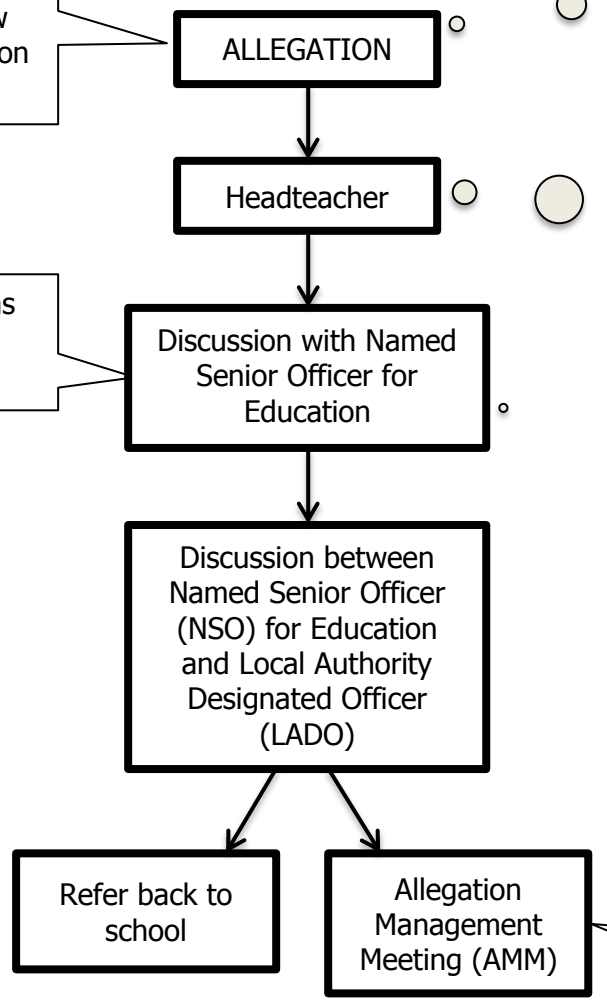
“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

**Managing an Allegation Against a Member of Staff or Volunteer in your Establishment -
Cambridgeshire Appendix C1**

All staff must know how to recognise an allegation and who to report to

If an allegation concerns the Head, the Chair of Governors takes action



Might arise as a complaint, grievance, suspicion, concern, during discussions from child, parent, member of staff or member of the public.

Do not tell anyone, particularly the staff Involved
Take advice from the Named Senior Officer (NSO) Education before taking action
Make initial enquiries only
Do not investigate or interview
Usual principles of confidentiality apply
Deal objectively with everything
Existing loyalties must be put to one side
Think the unthinkable, believe the unbelievable

Keep detailed records of actions and statements at all stages

Record and date your assessments of known facts

The next course of action and timescales are agreed at this point. Consider also:
information for the adult, witnesses, child/young person and parents/carers
on-going support for the member of staff, student and parents/carers
statements, if needed, for the whole staff, community and press